



Glendower Preparatory School

# **Discipline & Exclusions Policy**

2025-2026

Reviewed: September 2025

Next review: September 2026

## DISCIPLINE AND EXCLUSIONS POLICY

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Approved and ratified by the Governors after being supplied with the school's Safeguarding Policy and reviewing the efficiency with which the related duties have been discharged.

This policy also provides for those children in the EYFS.

### References:

This policy outlines the framework for promoting positive behaviour, maintaining discipline, and managing exclusions in line with the following statutory and non-statutory guidance:

1. **Human Rights Act 1998**
2. **Behaviour in Schools: Advice for Headteachers and School Staff (2024)**
3. **Keeping Children Safe in Education (2024)**
4. **The Independent School Standards: Advice for Independent Schools (April 2019)**
5. **Searching, Screening, and Confiscation in Schools (July 2022)**
6. **Early Years Foundation Stage (EYFS) Framework (4 January 2024)**

### Related Policies / Documents

- Anti-Bullying Policy
- Complaints Procedure
- Glendower Behaviour for Learning Policy
- Glendower Behaviour Logs (CPOMS)

## **INTRODUCTION**

All schools have the legal right to impose reasonable sanctions if a pupil misbehaves. Corporal punishment is illegal; but DfE guidance (referred to above) advises that sanctions which a school might use include: a reprimand, a letter to parents or guardians, removal from a class or group, loss of privileges, confiscation of a possession that is inappropriate in the classroom, detention, or exclusion. Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances.

Independent schools are required to have discipline and exclusion policies that are accessible to parents and pupils (in, for example, the parent handbook or on the school website).

## **POLICY**

At Glendower Preparatory School, we aim to encourage good behaviour through:

- **Clear Expectations:** Students and parents are provided with the Behaviour Policy outlining expected conduct.
- **Recognition and Rewards:** Positive behaviours are reinforced through praise, certificates, house points, and other rewards.
- **Role Modeling:** Staff members demonstrate and model appropriate behaviour in interactions with pupils.

Our system of rewards includes:

- Verbal praise and written praise for good work
- Academic merits for both effort and achievement, which are celebrated both in the classroom and in assemblies
- Annual and termly, subject, form and year group prizes
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school's website/social media platforms/newsletters, so that the community can celebrate success
- Displaying examples of good work around the school
- Reports to parents, which are always worded as constructively as possible and set attainable targets
- Operating a weekly system of awarding certificates in the Pre Prep and Prep School, in recognition of achievement, effort, progress and kindness as well as a termly "star award"
- Awarding house points for work or behaviour in the Prep School. Successes of different students from each year group in music, musical theatre, sports, and art are also celebrated in assemblies when appropriate. Pupils receive certificates and medals, and a mention is made in the weekly newsletter 'The Whitehouse'
- A 'Star of the Week' system celebrates the successes of different pupils from each form. In Pre-Prep, the pupil's photograph appears in the school's weekly newsletter.
- Head's Breakfast – pupils are nominated by their teachers to join the Head to celebrate success over breakfast.

### **Sanctions for breaches of discipline that do not merit exclusion**

When poor behaviour is identified, sanctions are implemented in line with Glendower School's Behaviour Policy. We have a range of disciplinary measures which include:

- A verbal reprimand from a member of school staff
- Communication with parents both verbally and written if appropriate
- Additional school work or repetition of unsatisfactory work until it meets the required standard
- Loss of privileges
- Missing break time in rare but appropriate cases
- Restorative practices: School reflection time including during breaks and before or after school (Prep School)
- Regular reporting, including early morning reporting; scheduled uniform and other behaviour checks; or being identified for behaviour monitoring

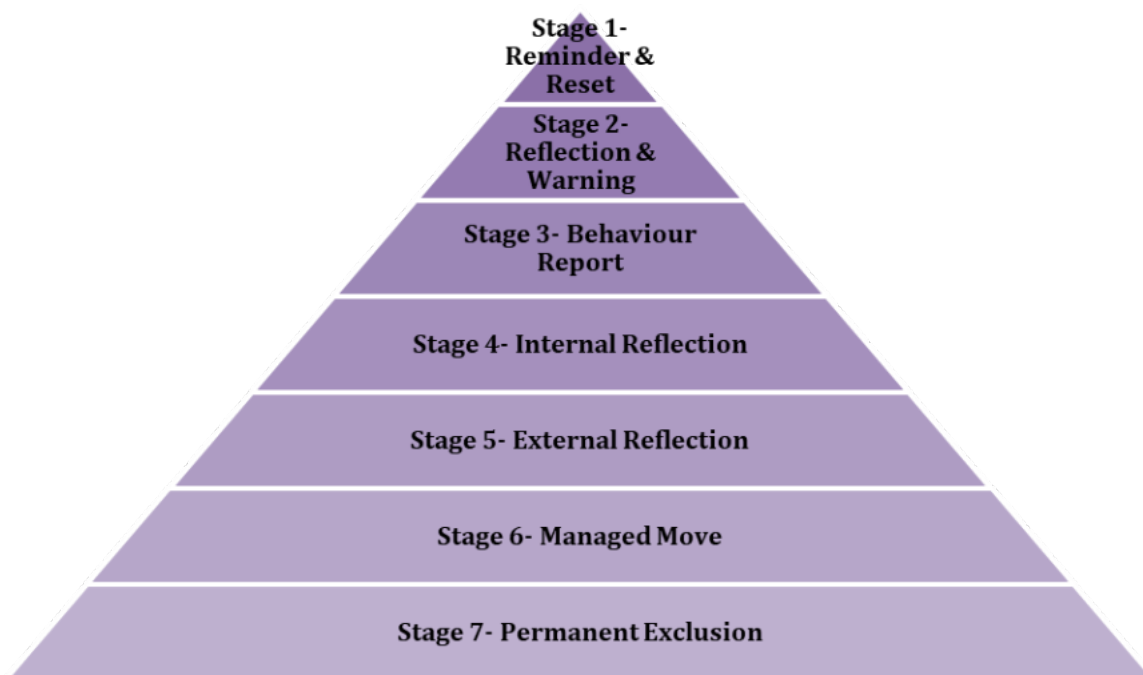
The Form Teacher is responsible for dealing with minor infringements in the first instance, (such as lateness, casual rudeness in class, late or poorly completed work). Additional work may be set, or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the Head of EYFS, Pre-Prep or the Deputy Heads, as appropriate, and in some cases is shared with the parents. Pupils are issued 'checks' as a follow-on from reminders in the Prep School. If more than three 'checks' are accumulated in any half term and recorded on the iSAMS Reward and Conduct Manager, pupils will be required to attend reflection time during break or lunch time, which will be supervised by a member of SLT.

Minor indiscipline in class or other minor misdemeanours are reported to the pupil's Form Teacher for action and monitoring.

Persistent lateness to school is noted and recorded on the pupil's report to parents. The parents will also be contacted with a view to establishing a more regular routine. In extreme cases of lateness and where there has been no noticeable improvement in punctuality, a letter may be sent out from the Head to the parents.

Persistently poor academic performance/behaviour in the Prep School may result in the Form Teacher issuing a report card to be signed by each member of staff at the end of each lesson for a period of one week. In the EYFS and Pre Prep individual behaviour star charts are kept with a view to rewarding positive behaviour. This star chart is shared with the parents on a weekly basis.

### **Behaviour Balance Response Stages**



At Glendower School, we believe that all behaviour is a form of communication. Inappropriate behaviour is addressed through a **staged and balanced approach**, ensuring that responses are proportionate, supportive, and designed to help pupils learn from their actions.

All incidents are logged on **CPOMS**, for Prep on **iSAMS Reward and Conduct Manager** to ensure consistency and accountability. Stages may not always be followed sequentially; each incident is considered individually, with staff consulting SLT where appropriate.

### **Stage 1 – Reminder and Reset**

The pupil receives a clear verbal reminder of expectations, with an opportunity to reset and make a positive choice. This is dealt with by the staff member who observes or is informed of the behaviour.

### **Stage 2 – Reflection and Recorded Warning**

If behaviour persists, the pupil is issued with a formal warning (check) and the incident is recorded in iSAMS. The pupil may be moved from the activity or to another classroom to restore focus.

- Three checks in one term may result in a supervised **Reflection Time** at break or lunch with a member of SLT.
- In the Prep Department, parents will be notified if a child is given a detention (Reflection Time).

### **Stage 3 – Behaviour Report**

Where behaviour continues, the pupil will be placed on a **Behaviour Report** to monitor progress closely. Parents are informed and may be invited to a meeting with senior staff (Head, Deputy Heads, Head of Pre-Prep, or Head of Early Years).

- Staff complete the Report Card after every lesson and break.
- Parents review and sign the Report daily.
- The card is kept on file once the monitoring period is complete.

#### **Stage 4 – Internal Reflection (Internal Exclusion)**

If difficulties persist, a pupil may be placed in **Internal Reflection** for up to two days, supervised by senior staff. This provides time for the pupil to consider the impact of their behaviour and to work on strategies for improvement.

- A third Internal Reflection will trigger Stage 5.

#### **Stage 5 – Fixed-Term External Reflection (External Exclusion)**

Continued inappropriate behaviour may result in a **Fixed-Term External Reflection**, decided by the Head. This may be for up to one week. Governors are informed, and parents are required to meet with the Head.

- No fees will be refunded, and live lessons will not be provided during this period.

#### **Stage 6 – Managed Move (Requires Removal)**

Where all reasonable strategies have been exhausted, the school may require a pupil to leave through a **Managed Move**, without the stigma of permanent exclusion.

#### **Stage 7 – Permanent Exclusion**

As a last resort, and following evidence of sustained concerns despite multiple interventions, the Head and Chair of Governors may jointly decide on **Permanent Exclusion**. Written evidence of all measures and steps taken must be presented. Appeals will follow the school's **Complaints Procedure Policy**.

*Any of these stages may be escalated if the nature of the behaviour requires more significant action to be taken.*

### **Searching, Screening, and Confiscation**

In line with *Searching, Screening, and Confiscation in Schools (2022)*:

- Staff have the authority to search pupils where they have reasonable grounds to suspect possession of prohibited items, such as weapons, drugs, or stolen property.
- Prohibited or harmful items will be confiscated, and parents will be informed as appropriate.
- Searches are conducted with respect for the dignity and rights of pupils, ensuring safeguarding measures are followed.

### **Exclusions:**

Exclusions are a last resort when other strategies have been exhausted or where behaviour poses a significant risk to safety or learning:

- **Temporary Exclusion:** For severe breaches of the Behaviour Code. Parents are informed promptly, and a reintegration plan is developed.
- **Permanent Exclusion:** Considered for extreme cases where a pupil's continued presence significantly harms the school community. Decisions are made in consultation with governors and after considering alternative solutions.

All exclusions follow the principles of natural justice and statutory guidance.

### **Breaches of discipline outside of the school grounds:**

The school takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of school can be damaging to the reputation of both the pupil and the school. Where an incident is reported to the school of a pupil/s' poor behaviour outside of the school grounds and the incident has not been witnessed by school staff, the school will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

### **Breaches of School Rules which merit exclusion:**

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

- Physical assault against pupils or adults
- Verbal abuse/threatening behaviour against pupils or adults
- Bullying
- Abuse on grounds of race, religion/ belief, disability, Special Education Needs, etc
- Sexual misconduct
- Drug and alcohol misuse
- Damage to property
- Theft
- Persistent disruptive behaviour

Being found in possession of a dangerous weapon/implement

- Unreasonable or otherwise inappropriate parental behaviour

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

### **Appeals against exclusion**

The school will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under this Policy rather than under the school's Complaints Procedure and should be made in writing to the Headmistress within one week of the pupil's exclusion.

An appeal meeting will follow within 14 working days, if practicable, to which the parent may be accompanied by a friend or relative if they wish (although legal representation is not appropriate). The appeal will usually be heard by at least two of the school's governors and one person who is independent to the running of the school.

The school will accept the appeal decision as final.