Behaviour Policy

To be read in conjunction with the *Anti-Bullying, Anti-Discrimination, Mobile Phone and Drugs policy*

Authored and/or reviewed by | **Deputy Head Pastoral**
(Amended 1 April 2026 – HM)
Authorised by | ***Senior Leadership Team***

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1 OVERVIEW

1.1 Introduction

All pupils and staff at Kew House School are entitled to learn and work in a safe and supportive environment where everyone is valued. Effective learning takes place where principles of high moral, ethical, and personal standards are clearly communicated. An effective working environment will be successful when high expectations of behaviour are consistently reinforced by staff. The *Pupil Expectations* represent the pupils' collective principles to provide them with a positive learning environment. All staff should use *Class Charts* on a daily basis to recognise positive and negative behaviours, both in class and around the school.

Positive reward rather than punitive sanctions provides the motivation to succeed. It is upon these principles that informs the ethos of the school. Our expectations and standards of behaviour are defined in detail in the welcome pack and outlined in this policy and apply not only in school but on trips or during external activities where pupils are representing the school. The *Pupil Expectations* were created by our pupils and have been accepted by the teachers, parents, and *Proprietors* of the school. It is the responsibility of all concerned to ensure that standards are upheld and that pupils gain their entitlements:

- To be valued as highly and equally as other pupils
- To be actively encouraged to achieve and realise or exceed potential
- To foster independence and personal responsibility
- To develop, discuss, and justify personal viewpoints in a climate which encourages active listening and respect.

Pupils will be expected to extend these same entitlements to everyone in the school and wider community. There must be due regard for other pupils' and teachers' entitlements.

Above all, we must remember:

- Pupils attend school to learn
- Teachers come to school to teach
- Everyone at Kew House School must be safe and feel safe

In the rare exceptions when pupils breach the above, they will be dealt with according to the procedures detailed in this document to ensure that other pupils and staff can proceed effectively with their learning and teaching. Pupils will be encouraged to consider how they will behave or work differently in a similar situation, if it were to occur again. Where behaviour is poor, the opportunity to learn is reduced for all pupils within the same group by the teacher's distraction in dealing with the issue.

This Policy links to the school's Use of Restrictive Interventions Policy and should be read in conjunction with that document.

At Kew House School, we recognise and embrace the diversity of our pupils, understanding that each student has a unique set of cognitive strengths and challenges together with wider factors in the life

as well as any specific protected characteristics. In our approach to discipline and sanctions, we prioritize inclusivity and understanding, ensuring that measures are tailored to the individual needs of each learner. The application of this policy is informed on an individual basis by our holistic understanding of the pupil. By fostering an environment that values diverse learning styles, we aim to promote positive behaviour through restorative practices that involve open dialogue and reflection. This ensures that all students feel respected and understood, ultimately contributing to their personal growth and emotional well-being.

CORE EXPECTATIONS & TRANSITIONS

- Induction for New Pupils: All new pupils, including those arriving mid-term, will receive a formal induction to ensure they are aware of the school's behaviour standards, pastoral support, and the consequence process.

- Partnership with Parents: Parents are expected to support the School in managing expectations of behaviour, both at home and at school, as part of the Parent Contract.

- Malicious Accusations: The School reserves the right to take disciplinary action (up to and including suspension or exclusion) against pupils found to have deliberately invented or made malicious accusations against staff or other pupils.

Regulatory Guidance

In creating this policy, the School has due regard for the following guidance, amongst other sources:

- Restrictive interventions, including use of reasonable force, in schools (DfE, April 2026).
- Mobile phones in schools (DfE, February 2026).
- Keeping Children Safe in Education (KCSIE, 2025).
- The Independent School Standards Guidance for Independent Schools (DfE, April 2026)[1]

Additional guidance

- Behaviour in schools (DfE, 2024)
- Mental health and behaviour in schools (DfE, 2018)
- SEND Code of Practice: 0 to 25 years (DfE, 2015)
- Searching, Screening and Confiscation (DfE, 2023)

This policy together with all School policies on behaviour and discipline applies to all pupils at the School and at all times when a pupil is:

- in or at School (to include any period of remote provision);
- representing the School or wearing School uniform;

[1] Education (Independent School Standards) Regulations 2014 (ISSRs) as amended by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

- Education (Independent School Standards) Regulations 2014 (ISSRs) as amended by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.

- travelling to or from School;
- on School-organised trips;
- online or
- associated with the School at any time.

This policy shall also apply to pupils at all times and places including out of school hours and off-school premises in circumstances when failing to apply this policy may:

- affect the health, safety or well-being of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

2 HOW WILL TEACHERS *PROMOTE* POSITIVE BEHAVIOUR?

A school which actively fosters an ethos which is motivating, supportive, and friendly will promote good behaviour.

Teachers use effective strategies for managing behaviour and encouraging pupils to act responsibly.

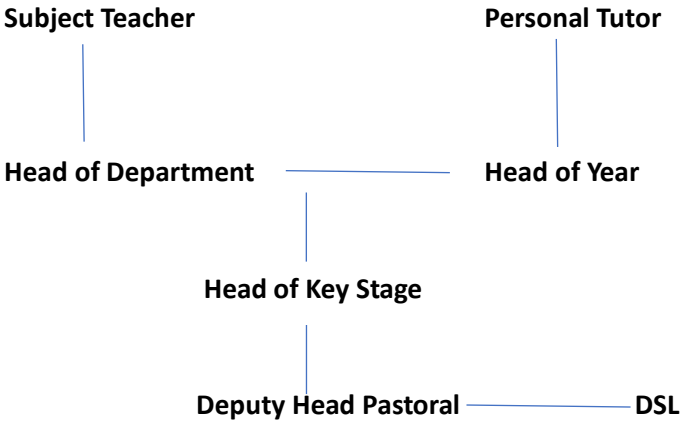
Ensuring that these strategies are used consistently by all personnel will help us to achieve a positive atmosphere and promote high standards of behaviour:

- Rewarding good behaviour and work regularly with *Class Charts* 'greens'.
- Preparing lessons effectively to ensure that work is matched to the ability of all pupils within the group
- Providing attractive and user-friendly learning resources
- Actively involving pupils in learning, which includes a range of varied and relevant activities
- Establishing clear routines for classroom management
- Setting attainable and realistic targets each lesson
- Providing constructive feedback through regular marking and purposeful discussions with pupils
- Ensuring that records of progress inform lesson planning
- Keeping *Personal Tutors* and parents updated on pupil progress
- Using words of encouragement and praise
- Sharing examples of good practice with groups of pupils
- Displaying work
- Broadcasting achievements via the termly newsletters
- Head of Year celebration breakfast
- Awarding Headmaster's commendations and/or nominating pupils for year group awards
- Retaining a sense of humour and fostering a friendly atmosphere
- Ensuring that teaching environments are attractively maintained
- Setting appropriate and relevant homework tasks
- Listening and taking appropriate action when pupils express concern
- Not tolerating bullying or unacceptable behaviour, referring immediately to the relevant *Personal Tutor*, *Head of Year*, or *Deputy Head*

3 TAKING APPROPRIATE ACTION

No matter how effectively we operate consistent strategies, there will be occasions when pupils' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken and under no circumstances should pupils be put out of a classroom unsupervised. If support is needed from another member of staff, it should be handled in a way that minimises disruption of the lesson.

Teachers should follow the seven-step approach to dealing with negative behaviours. Pupils will be given a warning for low-level behaviours, followed by a *Class Charts* 'red' if appropriate.



Staff can call the School Office and request the duty person on the Emergency Duty Rota (EDR) if they need further assistance or wish to withdraw a pupil from the classroom.

Staff are supported by their *Line Managers*, initially the *Head of Department*, *Head of Year*, and *Head of Key Stage*. If teachers are unsure about the nature of the action required, they should seek advice from their *Head of Department*.

Personal Tutors are kept informed of incidents so that they can retain an overview of their tutees' progress. Key people to take advice from are *Heads of Year*, *Head of Key Stage*, and the *Deputy Heads*. Where appropriate, staff are added to teams on Myconcern.

The following seven-step approach is a ladder of how pupils actions escalate. Pupils can step onto the ladder at any point, as there is not an expectation that all behaviours will progress through each stage. The examples of negative behaviours will result in one of the ***possible*** actions. The pupil profile will be considered when deciding the most appropriate action.

Under no circumstances should staff:

- Threaten or use corporal punishment
- Issue lines
- Threaten pupils with 'detention'

Learning or schoolwork is not a sanction; however, a *Session 3* can be used to catch up on missing homework or classwork.

USE OF RESTRICTIVE INTERVENTIONS

This Policy links to the school's Use of Restrictive Interventions Policy and should be read in conjunction with that document.

- **Regulatory Standard:** In accordance with the 2025 Regulations, the School maintains a rigorous system for the recording and reporting of all restrictive interventions, including any instances of seclusion or restraint.
- **Reporting:** All such incidents are recorded under new ISSR paragraphs 16A and 32A and reported to the Directors in the termly board report and to proprietors and relevant authorities as required.'

The 7 Step Approach

Step	Action
1	• Verbal warning (reminder of expectations) • Forgetting Yondr pouch. Take to reception. Collect phone at 4.15pm.
2	• 1 'red' point on *Class Charts* • ***Personal Tutor*** **(PT) will track**
3	• 2 'red' points on Class Charts given by the same teacher on the same day will result in 15 mins at lunch or after school. • For second missed homework or disruption in lessons a **Session 3** of up to 45 minutes will be held by the class teacher and recorded on Class Charts under detention** • Time and date to be arranged by class teacher that issued the reds on Class Charts. • **PT to discuss and support**
4	• To be reported on the Pastoral Tracking Log and on Class Charts as a detention** • Up to 1 hour **Session 3 with HoD (**for misdemeanours such as repeated missed homework or disruption not resolved at Step 3) **or Reflection with HoY** (if offence happens out of lessons or across subjects) • For repeated incidents, pupils will go on report to HoY • Parents will be contacted by either the HoD or HoY and the PT • **PT will mentor and monitor**
5	• To be reported on the Pastoral Tracking Log • Up to 1 hour *Reflection** with ***Head of Key Stage*** **(HoKS)** • For repeated incidents, pupils will go on report to HoKS • Parents will be contacted.
6	• To be reported on the Pastoral Tracking Log • To be recorded on Rewards and Conduct Manager by HKS/SMT only. • Escalate to ***Deputy Head Pastoral.*** • ***Direct escalation to SMT for deliberate non use of a Yondr pouch or chewing gum*** • Internal isolation or fixed-term suspension • Parent meeting will take place
7	• Escalate to ***Head*** • Potential fixed-term suspension or permanent exclusion • Parent meeting will take place • Directors to be informed when appropriate

* See appendix D for examples of possible behaviours for each step on the ladder. This is not an exhaustive list but does give an indication of how students will step onto the ladder.

* A *Reflection* is a time when the pupil meets with a member of staff to reflect on their behaviour and to understand why such behaviours are not appropriate. Letters of apology may be written in this time. A *Session 3* is an opportunity to catch up on missing work or to contribute to the school community.
*Behaviour involving safeguarding concerns are recorded on MyConcern.
** Kew House School does not have detentions as these are considered punitive. At Kew House Session 3s are useful times to catch up with work/work with subject teacher and Reflections are times to have helpful conversations with the pastoral teams. Unfortunately, the nomenclature used on the Class Charts platform is detentions which cannot be adapted.

4 RECORDING INCIDENTS

Any teacher observing a negative behaviour should record the behaviour under a 'red' on *Class Charts*. For more serious incidents, the *Head of Year* should be notified as soon as possible. If it is not possible to find the *Head of Year*, then the incident should be reported to the *Head of Key Stage*. The detail of incidences of peer-on-peer abuse against a protected characteristic, violence, drugs, alcohol, or bullying should also be recorded on *MyConcern*.

Your child's behaviour record is likely to form part of a reference for future educational establishments and / or employers.

5 DEFINING INCIDENTS OF SERIOUS BEHAVIOUR

Staff record incidents of poor behaviour on Class Charts. Heads of Year will record behaviour on the Pastoral Tracking Log. HKS/SMT will record serious incidents on Rewards and Conduct manager.

Our definition of serious behaviour includes, but is not limited to:

- Repeated occurrence of the same or similar examples of poor behaviour
- Aggressive behaviour or an act of violence
- Behaviour that is racist, sexist, or sexual threatening or harassing
- Threatening
- Verbal abuse
- Dangerous or anti-social behaviour
- Deliberate vandalism to personal property or school
- Misuse of online platforms
- Drugs and/or alcohol (see *Drugs and Substance Misuse Policy*)
- Behaviour likely to bring the school's reputation into disrepute (either onsite, offsite, or online)
- Phone misuse

6 TRACKING AND SUPPORTING PUPILS

Personal Tutors should use *Class Charts* to monitor the behaviour of their tutees each week. Unless there is a persistent problem or cause for concern, there is no need to have a dialogue with pupils about their *Class Charts* on a daily basis.

Pupils should be congratulated weekly where they have received 'greens' for positive behaviour. 'Reds' are an indication they may have been off task in lesson, forgotten their book, or failed to submit a piece of homework, etc.

The occasional 'red' does not need further follow-up from the *Personal Tutor*. Where *Personal Tutors* notice a pattern of 'reds' or a number of 'reds', they should sit down to support the relevant pupil(s) privately and quietly.

Personal Tutors should identify any strategies that would help the pupil to achieve more 'greens'. In line with our school's philosophy the focus the focus should be on positive support.

Personal Tutors should follow the seven-step approach to identify the correct sanction. If a resolution of the behaviour is not reached, staff should continue to seek advice from the relevant *Head of Key Stage* or *Deputy Head.*

In rare cases, where agreement cannot be reached with parents and support strategies have failed, or an incident is of a most serious nature, the *Head* may make a provisional decision to exclude a pupil, subject to confirmation after the matter has been referred to the *Board of Directors* and the pupil and their parents have had the opportunity to make representations. **Appendix B** advises on procedures to be adopted in the case of a serious incident. **Appendix C** details the procedures regarding exclusion.

DATA CAPTURE & CULTURAL MONITORING

The School maintains a strong system for capturing behaviour data from sources including Class Charts, attendance records, exclusion data, and anonymous stakeholder surveys.

- Monitoring: Behavioural and sanctions data is objectively analysed regularly by skilled staff.
- Cultural Analysis: The School monitors data for patterns that may indicate wider cultural issues (e.g., peer-on-peer abuse). When identified, these are addressed via staff training and the PSHE/RSE curriculum.

7 KEEPING PROBLEMS TO A MINIMUM

7.1 Level 1: low-level behaviour concerns

- Keep calm
- Use *Class Charts* 'reds'
- Not be led into an argument
- Condemn the act, **not** the pupil
- Discuss the problem
- Ensure a fair outcome
- Set targets for future behaviour and a review date determined by the severity of the problem
- *Personal Tutors* will track via Class Charts

7.2 Level 2: persistent low-level behaviour or one-off serious behaviour

- Consult with the pupil's *Personal Tutor*
- The pupil may go on school report to help support them by tracking their behaviour
- Seek professional advice within the school, following the seven-step approach above
- Make an appointment with the pupil's parents if this is the agreed next step

7.3 Parent meetings

At the parent meeting, staff will:

- Thank parents for coming into school
- Give a progress report, emphasising positive achievements as well as concerns
- Identify the behaviour causing concern
- Devise support strategies
- Agree future SMART targets
- Set a review date
- Document action
- After the meeting, write a summary email to ensure that all the action points and points of discussion are noted and shared with all parties (be sure to follow the meeting with a summary email to the pupil's parents, copying in their *Personal Tutor* and *Head of Key Stage*)

7.4 Conclusion

Clearly, the level of intervention to adopt depends on the nature of the behaviour and the circumstances. Intervention can occur at any level. The common-sense rule applies, and teachers are encouraged to seek advice when they are unsure of appropriate action.

7.5 Searching pupils

Refer to **Appendix A** below.

7.6 Drug-related activity

The excerpt from our *Expected Behaviour Standards* reads:

'Illegal or harmful drugs and substances are very dangerous, and pupils should note that there will be no toleration of possession, sale, purchase, or consumption at the school or in the community. Such activity will result in exclusion.'.

7.7 Offensive weapons

Any pupil bringing a knife, blade, or other offensive weapon into school with the intention of inflicting harm may lose their place at the school. These items are strictly banned. The school may feel it appropriate to call in the Police for such matters.

APPENDICES

A Guidance on conducting a personal property or personal search

B Serious incidents of misbehaviour: action to be invoked by senior staff in serious disciplinary matters

C Information on exclusions for the *Head* and *Director*

D Example of negative behaviour

APPENDIX A
Guidance on conducting a personal property or personal search

Personal search (content of pupils' pockets, etc.)

Searches should only be carried out if staff suspect that the pupil is in possession of an item that is illegal or against the school rules, and then only with the express permission of a member of the *Senior Leadership Team* or a member of staff authorised by the *Head.*

However, a member of staff may ask a pupil to turn out their pockets, etc. This should be done in the view of at least one witness, who should be an adult (preferably the relevant *Personal Tutor*, *Head of Department*, or *Head of Year*). As no physical searches are carried out by Kew House School staff, requests to turn out pockets can be made by staff of the opposite sex to the pupil. In some circumstances, a pupil may be asked to turn out their pockets with another pupil as a witness, for example, if a pupil is suspected of smoking, vaping or is caught in or just after the act.

Parents should always be informed when a search has been carried out.

Staff must <u>never</u>:

- Touch the pupil forcibly
- Search the pupil's person, which includes clothing and pockets
- Remove the pupil's clothing (even a coat)

Should a pupil refuse to comply with the request to turn out their pockets, they should be taken under supervision to a member of the *Senior Leadership Team*. If they still refuse, then parents should be contacted and asked for their support. Parents may be informed that the Police will be contacted to conduct the search if the matter is deemed significant enough to require their involvement (e.g. for weapons, illegal drugs, or content on an electronic device).

Property search (pupils' belongings)

Searching school property and searching personal property are seen differently in DfE guidance. Searches can be made for any item that is considered a threat to the pupils, the property of the school, or anything the possession of which is against school rules. Searches may also be carried out to find missing or stolen property belonging to the school, staff, or other pupils. Searches can only be carried out if there is reasonable suspicion that an item will be discovered. Following any search, the reason for the search should be recorded appropriately and parents should be informed, regardless of the outcome of the search.

Searches should be proportionate to the value or risk. Staff should be aware of the potential of being accused of always selecting to search the same pupil(s) and the extent of the search should be proportionate to the likelihood of the item being found. Searches should be carried out in the view of an adult witness and the outcome of the search should be recorded.

It is standard procedure at Kew House School for pupils to be aware of any search being carried out and consent should be sought from them. If permission is not granted, then the parents should be

asked for permission. If the item is of significant threat or value, then Police may be contacted to carry out any search if support is not given by parents.

If the item is perceived as posing a significant threat to the health and safety of members of the school, then a search may be conducted without consent if agreed by a member of the *Senior Leadership Team* or a member of staff authorised by the *Head*. If the pupil is absent when a search is required and permission is not able to be sought or the item may be in a locked space, staff may be able to secure the property until the return of the owner or, with agreement from the *Head*, a search could be undertaken by two members of staff if it is deemed that the threat posed or the value of the item is great enough and that the level of suspicion is great enough.

Searches of school property

Searches of school property may be required when there is suspicion that stolen items are being concealed or materials that are either illegal or the possession of which are against school rules are being hidden. Suspicion may be raised through changes in behaviour, information from peers or other individuals, or from observations.

A record of the suspicions and how they have been raised prior to starting the process will be logged and retained. It may be necessary to shut an area down while communication is made with other staff. Staff should try not to give any suspicions away at this stage.

When carrying out a search, staff will:

- Explain the suspicions to the individual or group with a witness present
- Explain that the staff want to carry out a search of their area and belongings
- Ask for their permission:
    - **If consent is given**, the consent form will be signed and the search carried out with the individual present in the presence of a witness and, if the pupil chooses, an identified advocate of the pupil's choice (this may be another pupil)
    - **If consent is not given**, then the individual (or group, as required) will be isolated and a member of the *Senior Leadership Team* or the *Head* must be informed; parents should be contacted and permission to search should be sought from them after explaining the circumstances
    - **If no consent is agreed but suspicion is high**, a member of the *Senior Leadership Team* may sanction a search once the Police have been contacted

When searching, staff should allow the suspected pupil to carry out the movement of items (etc.) in the room unless it is felt that there is a danger of the items being manipulated in order to conceal them further. All drug searches should be carried out by a member of the *Senior Leadership Team*. When carrying out drug searches, gloves will be provided by the *School Nurse*.

Following the search, the consent forms, details of how the search was conducted, and any items removed should be bagged together and stored securely until they can be passed on to the *Head* or the designated member of the *Senior Leadership Team*. Drugs should be handed in to the Police.

APPENDIX B

Serious incidents of misbehaviour

Action to be invoked by senior staff in serious disciplinary matters

Please take note of the principles of quality care, guidance, and fairness implicit within the *Charter for Pupils*.

Over serious matters, pupils must be interviewed by a senior member of staff, such as a *Deputy Head* or *Head of Department*. If the nature of the incident is more serious, then at least two staff members should be present to conduct the interview. The pupil should be questioned fairly and be given ample opportunity to give a response. The pupil should be encouraged to provide a written statement of what happened and offered the opportunity to sign this as an authoritative record of events. At this stage, this report will help to enable the school to decide on what further action should be taken.

If the senior member of staff requires a further meeting with parents or there is the possibility of the pupil being excluded from the school because of the seriousness of the event, then permission needs to be sought from the *Head*. A letter will be sent to parents, taking note of the guidelines within Appendix C. The senior member of staff should then be concerned with entering into discussions with parents and the pupil to attempt to find a reasonable way forward.

In this process, note must be made of the general standards of behaviour and discipline expected within the school and other children should in no way be compromised as a result of any recommendation made. Normally, a 'cooling off' period of two to three days is required to allow proper discussions with parents, after which a full report is provided for the *Head*, with recommendations from the senior member of staff as to what decision should be taken.

If the senior member of staff believes that exclusion is likely and intends to recommend this to the *Head* for consideration then, as an alternative, every effort should be made to secure a fresh start in another school via a managed move. In most instances, a managed move will be the preferred option by parents rather than exclusion.

The options available to the *Head* are: to allow the pupil to return to school, usually with conditions that are agreed with parents, or to exclude the pupil because the overriding factor is that the progress, welfare, and safety of other pupils and employees within the school will be compromised by the pupil returning.

It is the responsibility of the *Head* to ensure that there is a safe and secure environment for pupils and staff. Expectations in relation to standards of behaviour from pupils will be clear and unambiguous. To ensure that the school is able to provide a safe and secure environment, it is essential that the standards of behaviour set are consistently met and complied with. Sometimes, a minority of parents do not agree with the high standards of behaviour expected by the school, and it should be noted that the school is not prepared to compromise on these standards and will not arbitrate to achieve an alternative outcome.

In the event of considering exclusion, the *Head* will inform parents of their right to make further representation to the *Board of Directors* (see **Appendix C**).

APPENDIX C

Information on exclusions for the *Head* and *Directors*

With reference to the DfE guidance: Searching, screening, and confiscation: advice for schools

School procedure regarding exclusion

1. The *Head* writes to parents, stating provisional intention to exclude and offers a further meeting with, or opportunity to make representation in writing to, the *Board of Directors* (see attached sample letter).

2. If requested by parents, the *Managing Director* convenes a meeting with at least one other Board member and an outside observer (if requested) to ensure fairness (see attached sample letter and procedure for meeting).

3. Following the meeting, the *Head* consults with the *Managing Director* and reaches a decision, which is final.

4. There are no other appeals, other than in relation to processes in the terms and conditions.

Information for parents regarding exclusion procedure

Exclusion from the school may happen on occasions for very serious misbehaviour or activity.

The school policy provides clearly:

'The Head shall have the power in their discretion to suspend or exclude any pupil and, in the event of exclusion, shall invite and give due consideration to representations from the parents of such pupil and consult the Chair of the Board of Directors (or, if unavailable, the Vice Chair) before reaching a final decision.'

The *Head* shall inform the parents, in writing, of their intention if they are considering exclusion.

An opportunity for parents to make representation to the *Chair*, in writing or verbally (via interview), will be offered. Parents may, if they wish, be accompanied by a friend when making their representation. The *Managing Director*, plus at least one other *Director* and an outside observer to ensure fairness, shall consider the views given by the parents, pupil, and their friend / representative.

Efforts will be made to complete the procedures within ten working days, in the interests of all parties concerned.

Letter to parents from the *Managing Director*

Dear {PARENT NAMES},

Re: {PUPIL NAME}

Following your request to meet with me to make representation over the Head's intention to exclude {PUPIL NAME}, I have now arranged for a meeting to take place at the school at {TIME} on {DAY & DATE}.

Please report to the school's reception by {TIME}.

The procedure for the meeting is attached.

Yours sincerely,

Managing Director

Information for parents regarding procedure for a meeting between parents and the school and/or making representation to the *Managing Director* regarding exclusion

1. Introductions

2. The purpose of the meeting is described to all present by the *Chair*

3. Senior staff provide a verbal report to all present, supported by documentary evidence where appropriate

4. Parents, pupil, and their friend / representative are offered the opportunity to respond verbally, supported by documentary evidence where appropriate

5. The *Managing Director*, plus another *Director* in attendance, will seek clarification on any issues from the persons present

6. When the *Head* has received the views of the *Managing Director* and received advice on the fairness of the meeting, they will make a final decision concerning exclusion and inform the parents in writing as soon as possible

7. If the parents wish to make representation in writing and not attend a meeting, the *Managing Director* shall make whatever enquiries and arrangements they feel necessary before offering their advice to the *Head*

8. The *Head* will attend the meeting to clarify any points on school policy and listen to the comments made by persons present

Appendix D

Step	Examples of negative behaviour for learning
1	• Low-level disruptive behaviour, e.g. off task discussion, being off-task, interrupting others, or calling out in class
2	• Repeated offences from Step 1 • Missing essential equipment (1st time) • Uniform infringement • Late to lesson without good reason (1st time) • No homework (1st time)
3	• Having to be told about any Step 1 offence three times • Repeatedly missing essential equipment • Repeated uniform infringement • Late to lesson without good reason (2nd time) • No homework (2nd time) • Any combination of Step 2 offences (e.g. late and missing homework and/or equipment)
4	• No homework (3rd time) • Dangerous or aggressive play during break or lunch time • Misuse of school property • Inappropriate tone of communication with staff • Deliberate unkindness or rudeness towards others • Swearing at someone • Not attending a Step 2 *Session 3** • Not attending PT time
5	• Cheating • Intentional damage of school property • Bullying, including cyber-bullying (which will require pupils to hand their phone in at reception every day) • Causing physical harm to someone • Inappropriate use of social media • Not attending a Step 4 *Reflection** • Depending on the seriousness of the event, this may go straight to Step 6 or Step 7
6	• Repeated offences from Step 5 • Misuse of phone, including unlocked Yondr pouch • Any form of abuse, including peer-on-peer abuse • Causing serious physical harm to someone • Smoking or vaping in school uniform • Bringing the school into disrepute (either onsite, offsite, or online) • Chewing gum onsite (pupils will be sent home)
7	• Repeated or significant incidents of offences from Step 6 • Use of drugs, alcohol, or banned substances