



Pupil Behaviour Policy

for the whole School including EYFS

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OUR MISSION

WELCOME TO THE PRIDE!



Edge Grove is a leading UK prep school for boys and girls aged 3-13. Whatever their unique heritage and identities, all pupils develop **Integrity, Independence** and **Inspiration**.

INTEGRITY

Pupils feel healthy, safe, happy and proud to belong and be a unique part of the Edge Grove community. They enjoy friendship and fun, promote kindness, living and growing in alignment with the following self-elected 16 core Values:

- | | | | |
|------------------|-------------------|---------------|---------------|
| 1. Confidence | 5. Unity | 9. Creativity | 13. Kindness |
| 2. Passion | 6. Responsibility | 10. Integrity | 14. Respect |
| 3. Determination | 7. Risk-Taking | 11. Trust | 15. Humility |
| 4. Diversity | 8. Sportsmanship | 12. Empathy | 16. Tolerance |

INDEPENDENCE

Pupils develop, through child-centred active learning, intellectual, physical and spiritual confidence and independence, self-motivation and agency across a broad range of academic, co-curricular and pastoral activities and experiences. They ask and answer questions, develop curiosity, a Growth Mindset, passion and entrepreneurship.

INSPIRATION

Pupils hone the following transferable, lifelong World Economic Forum skills for future success and personal fulfilment:

- | | |
|--|---|
| 1. Analytical thinking and innovation | 6. Creativity, originality, and initiative |
| 2. Active learning and learning strategies | 7. Leadership and social influence |
| 3. Complex problem-solving | 8. Reasoning, problem-solving, and ideation |
| 4. Critical thinking and analysis | 9. Emotional intelligence |
| 5. Resilience, stress tolerance, and flexibility | 10. Technology design and programming |

Introduction

In line with its Mission, Edge Grove promotes a child-centred education in which pupils feel healthy, safe, happy, and proud to belong and be a unique part of the Edge Grove community. They enjoy friendships and fun, and promote kindness, living and growing in alignment with self-elected core Values. We empower pupils with independence and confidence, supporting them to develop the ten core skills identified by the World Economic Forum as those which secure future employment and personal success.

Our Mission promotes excellent behaviour, not through top-down hierarchical directive methodology, but through reward and support. We keep rules and regulations to a minimum and actively promote and celebrate the School's Mission and the pupils' self-appointed Values. **Pupil behaviour is therefore a shared responsibility with the expectation that behaviour of all pupils is exemplary.**

All those who work with the School, Governors, parents, the wider community and pupils, have a vital role to play in supporting exemplary behaviour. As members of the School community, all stakeholders build positive relationships with others and we expect every member to respect others, their families, culture and beliefs.

We teach pupils from a very young age to develop the behavioural skills which will equip them to build positive future relationships. Our youngest pupils need the greatest support to learn how to interact with others in accordance with the Early Years Framework.

Our pupils learn how to resolve disagreements and problems when they arise; our role is to educate our pupils to understand how their behaviour affects others and its impact on others. We support pupils to identify ways in which they can put right any harm they have caused. This approach ensures that disciplinary management has a strongly educational approach as we help pupils to become empathetic, considerate citizens who possess the skills to

- Avoid and resolve problems independently;
- Develop positive relationships through a restorative approach, which promotes self-esteem, self-discipline and which establishes clear expectations of all members of the School community;
- Promote a harmonious collaborative learning environment, through shared and consistent expectations in which to develop confidence and independence;
- Create an emotionally intelligent and supportive learning culture;
- Promote happiness and wellbeing, hope and agency;
- Build partnership between pupils, parents and School;
- Embed organisational processes which promote exemplary behaviour;
- Support all members of our diverse School community;
- Celebrate the power of teaching and learning in the promotion of exemplary behaviour;
- Monitor and evaluate the effectiveness of our relationships and processes.

We have just one rule: **Promote Integrity through the School's 16 Core Values:**



Form Teachers play an essential part in developing pupils' understanding of the School's 16 Core Values.

Subject teachers also have an influential role in helping pupils to breathe life into the fortnightly Values celebrated in assemblies.

Parents

Parents and guardians, in accepting a place for their child at Edge Grove, undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract.

They agree to support the School in its Mission, Values and policies at all times across all areas of the School's educational provision, on and off-site, in both the real and virtual worlds. This includes matters relating to attendance, punctuality, conduct, the School's codes of uniform, dress and appearance, academic expectations, co-curricular activities and homework/independent study.

The School is always responsive and open-minded to suggestions from parents and will always act in a spirit of fairness to all pupils.

Safeguarding

All staff understand their legal duty, as set out in the Edge Grove Safeguarding and Child Protection Policy, to actively promote the safeguarding of all pupils and protect them from harm. They also understand their responsibilities as set out in this policy and the School's Anti-Bullying Policy, to ensure that all pupils learn, free of bullying, harassment, victimisation and discrimination and are treated fairly and equally.

Restorative Practices

Restorative practice focuses on building positive relationships based on responsibility, respect and fairness. This in turn creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'Knowing the effect that I have on others'. Rather than focusing on punishing poor behaviour which impedes individuals from taking responsibility for their actions, we believe that behavioural incidents provide pupils with an opportunity to reflect on their relationships with others and learn more positive ways to repair harm. Pupils and adults work together to model positive behaviour and develop positive and meaningful relationships with colleagues and pupils. When positive relationships develop and people connect, individuals are less likely to cause harm to others or choose to damage relationships.

Positive Behaviours

Pupils and staff respect each other and their surroundings and behave with integrity in accordance with the School's 16 Values.

We also encourage exemplary behaviour through praise and reward:

- Staff praising exemplary behaviour;
- House Points;
- Reference to exemplary behaviour in assemblies;
- Positive reports on behaviour and its outcomes;
- Golden Moments;
- Teacher Commendations (Golden Buckets);
- Head's Commendations/Head of Year (HoY) Commendations/ WOW board;
- Speech Day and End of Term Prizes.

Pupils achieve best when there is an excellent home / school partnership in which the school supports exemplary pupil behaviour at home and parents / guardians support exemplary behaviour at School. Parents play an important part in encouraging pupils' exemplary behaviour in support of outstanding

learning outcomes.

We aim to work with parents and keep them informed when implementing the policy.

- As far as possible, the school will inform parents/carers of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by email or telephone.
- Reading records or Home Learning Diaries can be used to send messages home or into school.
- The Parents' Consultations Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Assemblies are used to celebrate behaviour and achievements.
- Certificates are awarded for the children to take home and copies displayed on the school WOW board.
- Middle and Junior Department staff will also use stickers to celebrate good behaviour
- Junior Department staff will use a sticker based incentive card as a positive strategy for improving behaviour
- Middle and Senior Department staff will use a Target Card as a positive strategy for tracking, recording and ultimately improving behaviour.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Pupil Voice meetings in the Junior Department
- Pupil Voice in the Middle and Senior Departments
- Classroom and school wide monitor jobs e.g. Pupil Librarian, Eco Reps, Food Committee
- Peer listeners
- House Captains in Year 2 and in Year 8
- Heads of School
- School Diploma Programme
- The House Shield
- Prizes on Speech Day

Communication

Staff raise concerns about pupils' conduct at Year Group Meetings, AHoD / CCHoD and PHoD meetings, *Junior, Middle and Senior Department* meetings. Staff will always inform the pupils' *Form Teacher* before raising any matter relating to them in a public forum. The chair of the meeting is trained to identify the pupils' needs, to put appropriate and age-appropriate supportive interventions in place and to review these

at the next meetings.

Staff:

- Treat pupils fairly, with respect and understanding in accordance with the School's *Mission and Values*;
- Raise concerns about pupil conduct without delay;
- Record relevant information on our Online Management System (CPOMS);
- Report incidents of bullying without delay in line with the *Edge Grove Anti-Bullying Policy*;
- Build open communication and partnership with parents;
- Keep line managers and SLT informed of ongoing pupil conduct concerns;
- Report conduct issues that occur online;
- Support pupils to develop their own core values;
- Do not humiliate pupils or hand out blanket punishments;

Form Teachers

Pastoral Heads of Departments delegate the day-to-day management of pupil conduct through *Form Teachers* who have primary educational responsibility for all pupils in their class or form.

Pastoral Heads of Department (PHoDs)

The Senior Deputy Head (Pastoral), who also acts as the *Pastoral Head of Department* for the *Senior Department* works closely with the other two Pastoral Heads of Department (hereafter PHoDs), the *Head of the Junior Department* and the *Head of the Middle Department* to promote exemplary pupil conduct across the School.

Deputy Head (Pastoral)

The Senior *Deputy Head (Pastoral)*, hereafter 'SDHP', leads and manages all aspects of the School's pastoral provision, analysing pastoral data, identifying effective pastoral interventions, measuring their impact and reporting back to the *Senior Leadership Team* and the *Pastoral Committee* (PC and the *Full Governing Board* (FGB)).

The Head

The *Head* is responsible under DfE Guidance *Behaviour and Discipline in Schools* (updated 2022) to implement the *Edge Grove Behaviour Policy* consistently throughout the School, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the *Head* to ensure the health, safety and welfare of all pupils in the School.

The *Head* supports the *SDHP* ensuring that all staff understand their responsibilities to promote exemplary conduct.

The *Head* keeps records of all reported incidents of serious poor conduct and administers any Appeal process.

Governors

Governors oversee, through the *Chair of the Pastoral Committee*, the effective implementation of this policy, ensuring that all members of the School community understand their roles and responsibilities.

The Restorative Approach

Building a positive community includes shared rules and high expectations. The ethos of the School underpins all rules and expectations relating to behaviour within the school.

Expectations of behaviours are taught and reinforced on a regular basis and are ongoing throughout the year. Pupils are therefore encouraged to take responsibility for their own actions and behaviour; as well as, consider the impact of their actions and behaviour on others.

Pupils who follow the rules and expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored.

Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

Our **Response Ladder** shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our School culture consistently promotes high standards of behaviour and provides the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. A good behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn effectively.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND - this is a question of judgement for the school on the facts of individual situations. The school should consider whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided.

The law requires the school to balance a number of duties which will have bearing on our behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular we take into account:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- Under the Children and Families Act 2014, relevant settings have a duty to use their best endeavours' to meet the needs of those with SEND; and
- If a pupil has an Education, Health and Care Plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- Short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupils with sensory issues or who has severe eczema;
- Training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirement of the pupil concerned and will be agreed with the Head of Learning Support. .

The School Environment

School uniform

Pupils are expected to wear the School uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the School Uniform Policy.

Restraint

Any physical restraint is only permissible when a pupil is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Where this relates to the School's *Early Years Foundation Stage* setting, the DSL informs the pupil's

parents of any physical restraint used on their pupil on the same day or as soon as reasonably practicable afterwards

Confiscation of Inappropriate Items

The *Head* permits any member of the Edge Grove staff to confiscate any item in the possession of an Edge Grove pupil which may be distracting to others, dangerous or contrary to the School's *Mission* and *Values*.

We will inform parents/carers of the confiscation and return the item(s), where appropriate, to be kept at home.

Banned Items

- electronic items / gadgets
- laser pens / torches
- valuable personal items
- items which sound an alarm or make a noise
- dangerous items or items which could easily result in an injury (penknives, glass bottles)
- drugs including medicinal drugs
- alcohol
- any item inappropriate for children
- food and drink items, including chewing gum
- aerosols

Pupil Behaviour Response Ladder (For Middle Department Behaviour Ladder See APPENDIX C)

<p>Low level disruption Boisterous behaviour (playground) Uncooperative behaviour Not getting on with task Using avoidance tactics Disturbing others Hurt someone through carelessness</p>	<p>STAGE 1 Preventative/de-escalation/ diversion (eg give job) actions Change seating/pairing Get them to give a genuine apology</p>
<p>Continuation of the above or: Repeatedly disturbing others Repeated inappropriate comments/ language/discussions Teasing Disrespect to people or property Physical behaviours eg pushing</p>	<p>STAGE 2 Move places or adult to move/sit close Comment on any positive behaviour Ask them to give a genuine apology Catch up on missed work outside of lesson time Staff consider preventative measures before next session</p>
<p>Continuation or no improvement of the above after STAGE 2 interventions</p>	<p>AGE 3 Issue 2 minutes at end of session. Meanwhile offer time out/work outside of class/sit close to adult as appropriate until end of session. 4 - TIME IN Reflective time at break 5 - RESTORE Restorative meeting with adult on duty</p>
<p>Severe verbal abuse/ threats Severe physical assault (kicking/hitting/punching/biingt) Extreme vandalism Racism/homophobia/bullying OR: Continued deliberate disruption over time</p>	<p>STAGE 4 If severe incident the adult on duty/ witness record incident & log on CPOMS, involve PHoD or Deputy Head (Pastoral) The Result will be determined during a formal restorative meeting with SLT/witnesses. Sanctions applied and reports to be notified</p>
<p>on-going racism/ homophobia/ bullying specific behaviours related to ongoing issue</p>	<p>Teacher/SLT involvement including CPOMS log restorative meeting Implementation of Anti Bullying Policy Internal/Permanent Exclusion</p>

The Restorative Approach

Incidences of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidents between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.

Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Approach and use of consequences

When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

Each classroom has a clear display of the process of consequences. We aim to help the children consider any harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the School community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

The Response Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

Curriculum Support

We have high expectations of our pupils and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation.

Personal, Social, Health, and Economic education (PSHE) lessons, School assemblies, out-of-school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict.

Practicalities

We recognise that all children are unique individuals and therefore we are somewhat flexible in the manner we address any incidences of negative behaviour. We adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, staff work with pupils to help them to grasp the concepts of feelings, how to express them verbally and how they are caused. Modelling, small group work,

peer support and visual resources are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Where a child has significant SEN, an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

When should behaviour incidents be logged?

The child's class teacher (or supervising member of staff) should log the following incidents/issues on CPOMS if they arise for a child in their care:

- When a pupil damages property on purpose (belonging to school or to another individual in school)
- Racist incidents (these also need to be reported separately to the PHoD or Deputy Head Pastoral)
- Inappropriate language/verbal abuse
- Incidents in which another individual (child or adult) has been injured/assaulted with proven intent
- Incidents in which another individual has been injured/ assaulted, the victim reports that this was on purpose, and there is a visible injury, whether or not intent can be proved

Incidents relating to ongoing issues with a child that need recording; for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture.

Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged.

If any of the behaviours above occur during lunchtime, the staff member involved should complete a Pastoral Incident Form form and pass it to the child's Form Teacher. The supervising member of staff will take responsibility for logging this on CPOMS and will liaise with the child's Form Teacher regarding further action (e.g. communication with home).

These behaviours must always be reported to parents/carers. The method used is up to the discretion of the Staff Member and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

Pupil Conduct Meeting

In some instances it will be appropriate for parents to be invited to School for a meeting to discuss their child's

conduct.

The Form Teacher, with advice from the PHoD, will:

- a) Consider any specific learning or behavioural needs which the pupil might have;
- b) Consider referring this pupil to the *Learning Support Department*.
- c) Consider asking the *PHoD* to attend this meeting.

The Form Teacher will then, in writing, invite the pupil's parents (and in some case the pupil and PHoD to attend a Pupil Conduct Meeting which seeks to:

- a) Enlist early, supportive and close dialogue between home, pupil and School;
- b) Identify any motivations for **repeated or significant poor pupil conduct**;
- c) Put in place **interventions** both in School and at home which will improve pupil conduct;
- d) Identify a date for a **Pupil Conduct Review** meeting.

The Form Teacher will then:

- a) **Record** the meeting in a letter to the pupil's parents;
- b) **Record** the meeting on the School MIS uploading any supporting documentation
- c) **Remind** parents about the date of the **Pupil Conduct Review Meeting**.

Pupil Conduct Review Meeting

The *Form Teacher* will then invite the pupil's parents (and in some case the pupil and *PHoD*) to attend a **Pupil Conduct Review Meeting** which reviews the pupil's conduct, setting further targets as necessary.

The *Form Teacher* will then **Record** the incident on the School MIS uploading any supporting documentation, copying in the *PHoD* and *DHP*.

The *Form Teacher* in consultation with the *PHoD* will set a date for further *Pupil Conduct Review* meetings if necessary.

Referral to SDHP

Where a pupil's repeated or significantly poor conduct continues, the pupil's PHoD refers this matter to the SDHP in writing, explaining:

- a) The nature of the **repeated or significant poor conduct and the lack of improvement thereof**;
- b) Its effect on the pupil concerned and on other pupils and staff;
- c) Any possible motivation for the poor conduct;
- d) Whether the pupil has made an apology;
- e) Any pupil undertakings that there will be no repetition of the poor conduct;
- f) The consequences of repeated poor conduct as explained to the pupil (and parents.)
- g) The sequence of pupil management measures already put in place and recorded on the School MIS.

The *DHP* will discuss this matter with the *Form Teacher*, *PHoD* and other key staff and

- a) Consider any specific learning or behavioural needs which the pupil might have;
- b) Consider referring this pupil to the *Learning Support Department*;

The *DHP* will then invite the pupil's parents (and in some case the pupil, *Form Teacher*, *HoY* or *PHoD*) to attend a **Pastoral Conduct Review Meeting** which reviews the pupil's conduct, setting further targets as necessary.

The *Form Teacher* will then **Record** the incident on the School MIS uploading any supporting documentation,

copying in the *PHoD* and *DHP*.

The *Form Teacher* in consultation with the *HoY* or *PHoD* will set a date for further *Pupil Conduct Review* meetings if necessary.

Please refer to **MANAGING SERIOUS MISCONDUCT** for information on further steps

MANAGING SERIOUS MISCONDUCT

A pupil or parent's serious misconduct can have serious consequences on other members of the School community. Where an incident is reported to the School of a pupil's poor behaviour onsite or offsite, the School will investigate the incident (s) and act accordingly.

The School will immediately report onsite or offsite criminal activity to the Police and confiscate drugs and weapons and hand them over to the Police.

If the School believes a pupil may have taken drugs then the School will seek immediate medical advice and will involve the Police and Safeguarding agencies as necessary.

Other agencies, for example Pupils' Social Care, may also be notified where necessary and appropriate to the facts of the case.

Serious Pupil Misconduct Meriting Permanent Exclusion

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of School) includes the following:

- Physical assault against pupils or adults;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying, in accordance with the *Edge Grove Anti-Bullying Policy*;
- Committing a criminal offence;
- Fighting;
- Abuse on the grounds of race, religion/belief, disability, SENS (etc.) or any form of unlawful discrimination;
- Sexual harassment or misconduct, including youth-produced sexual imagery;
- Drug and alcohol misuse (including supply/possession/use);
- Damage to property;
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Wilful damage to property;
- Possession of or distribution of illegal, inappropriate or dangerous items into School, such as drugs, weapons, firearms, pornographic material etc;
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute; and
- Persistent disruptive behaviour or breaches of the *Edge Grove Behaviour Policy* or School Rules.

Serious Parent Misconduct

As set out in the School's *Terms and Conditions of the Parent Contract*, the School may require the exclusion of a pupil in circumstances where the *Head* considers in his discretion that the behaviour or conduct of a parent is unreasonable. A non-exhaustive list of the sorts of behaviour that could merit required removal of a pupil on the grounds of unreasonable parental behaviour includes the following:

- Treating the School or a member of staff unreasonably;
- Making a malicious allegation about a member of staff or the School;
- Communicating with the School in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the School community;
- Behaving in a manner which brings (or is likely to bring) the School into disrepute;
- Behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) a pupil's progress at the School; and
- Breaching the *School's Terms and Conditions (Parent Contract)*.

The School reserves the right to impose sanctions for parental behaviour falling short of exclusion including but not limited to placing restrictions on a parent's access to School or School events, communications with the School and/or the imposition of a warning (up to and including a final written warning).

Internal Exclusion

There are occasions where an internal exclusion is the most appropriate course of action. This is when a *Form Teacher* removes a pupil from activities such as lessons; sporting events; and/or break times (including lunch breaks) for a period of time. The purpose may be protection of others following a case of bullying and / or when the poor conduct has been specifically linked to particular lessons, groups of pupils or break times. This action may follow on from other measures to manage poor conduct where conduct has not improved. Where this poor conduct has occurred on School matches / trips the *Form Teacher* may apply an internal suspension during a future match or trip. With an internal exclusion the *Form Teacher* will find a suitable supervised venue for the pupil.

Fixed Term Exclusion

If a pupil's conduct is so poor that it warrants a more severe sanction to manage poor conduct, or internal exclusion, then the SDHP may give the pupil a *Fixed Term Exclusion*. The *Head* must approve this sanction and he will inform the Chair of the *Pastoral Committee*.

A *Fixed Term Exclusion* will only occur after the *Form Teacher* has carefully investigated the facts of the case or if there is an immediate significant risk to other members of the *Edge Grove* community, and reported back to the SDHP. The SDHP will contact parents to inform them of the issue and of the decision; the SDHP will write a letter confirming the decision. The SDHP will place a copy of this letter on the pupil's file and will make a reference on CPOMS.

Exclusion

As set out in the School's *Terms and Conditions to the Parent Contract*, the School may require the removal of a pupil in circumstances where the Head considers in his discretion that the pupil's attendance or progress at the School is unsatisfactory and, in the reasonable opinion of the Head, the removal of the pupil is in the School's best interests and/or those of the pupil or other pupils. The *Head* must approve this sanction and he will inform the Chair of the *Pastoral Committee*.

If the *Head* believes that a pupil's place at the School should be withdrawn because the pupil's behaviour or attitude is consistently contrary to or in defiance of the School's *Mission* and *Values*, he will:

- Apply any sanctions fairly;
- Ensure a full review of all aspects of the case;
- Inform parents as soon as reasonably practicable, verbally and then in writing of his decision, if a complaint or allegation under investigation is of a nature that could result in the pupil being excluded.
- Meet with the pupil and their parents (or in circumstances involving the possibility of the pupil's required removal on the grounds of unreasonable parental conduct, the parents).

If the *Head* considers that further investigation is needed, he may need to adjourn the meeting, explaining the reason for the adjournment to the pupil / parents.

Following the conclusion of the meeting the *Head* will reach his decision on the balance of probabilities. The *Head* will communicate his decision in writing within **five working days** from the meeting.

Please note that exclusion / required removal may also be imposed by the School as a sanction for a series of minor misdemeanours.

The School reserves the right to require the pupil to remain away from School as a neutral act during an investigation procedure. Alternatively, the School may place the pupil under a segregated regime on School

premises.

Appeals against Exclusion / Required Removal

Should parents object to the *Head's* decision then the *Head* will exclude the pupil until the parents have had an opportunity to make an appeal against the *Head's* decision to a panel of Governors.

The School will always offer parents the right of appeal to any pupil excluded or required to be removed from the School and will manage any appeal against exclusion under Stage 3 of the *Edge Grove Complaints Policy*.

The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

For the purposes of this policy 'working days' refers to weekdays (Monday to Friday) during term time,

excluding bank holidays and half term.

APPENDIX A
Exemplar letters

APPENDIX B
Pastoral Incident Form(s)

APPENDIX C
Middle Department Behaviour Poster for display in Middle Department classrooms

APPENDIX D
Middle Department Reflect On and Repair sheet for Time In sessions

APPENDIX E
Middle Department Pupil Target Card

Appendix A For Persistent Absence (attendance below 90%)

[Date]

Name and address of parent

Dear Parents/Guardians of [Pupil's Full Name],

Subject: Attendance Concerns – Supporting Your Child’s Learning Journey

I am reaching out to you as part of our commitment to ensuring that all pupils have the opportunity to achieve their full potential. We have noticed that <forename>’s attendance has fallen below 90%, and I wanted to discuss how we can work together to support regular attendance.

Regular attendance is essential for pupils’ progress and overall well-being. Continuity contributes to their academic success and social development. Therefore, when pupils are frequently absent, they miss out on valuable learning experiences and important interactions with their peers.

We understand that there can be various reasons for absences, such as health issues, family circumstances, or other challenges. If there are any particular circumstances that the School may not be aware of which is having an influence on <forename> attending school regularly, or if you are concerned about your child’s attendance, please do not hesitate to contact us so that we can work together to improve <forename>’s attendance. We are here to offer any assistance and discuss solutions that may help overcome these challenges.

If the absence is due to a medical reason please ensure that the School Nurse has been informed so that appropriate support can be put in place.

Thank you for your attention to this matter and for your continued support.

Yours sincerely,

Form Teacher

Cc Marion Wright, Deputy Head (Pastoral)

Appendix B



Pastoral Incident Form

Pupil Name:	Form Teacher:
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Pupil Statement: Please describe with as much detail as possible what happened:

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When did the incident happen?

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.....

Empty rectangular box for additional information.

Where did the incident happen?
.....
.....

Name all of the pupils and staff involved or who witnessed the incident.
.....
.....
.....

Have there been previous incidents of this kind? Yes / No
(If yes, please provide details of previous incidents)
.....
.....
.....

Is there anything else you need to record?
.....
.....

How do you feel about this incident?
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.....
.....

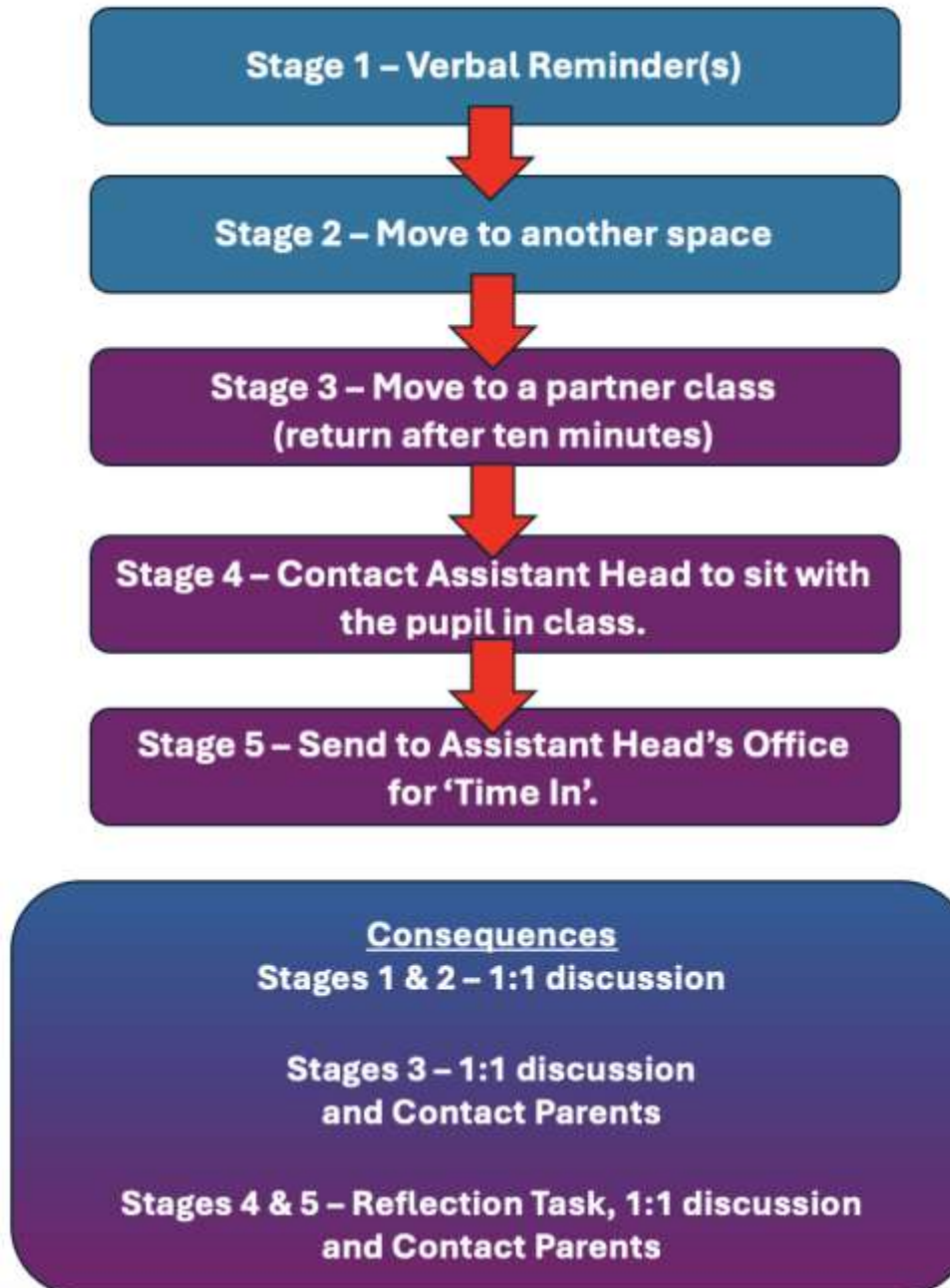
How would you like the School to resolve this?
.....
.....
.....
.....

Pupil Signature	
Date	Time

APPENDIX C

Middle Department Behaviour Ladder for display in Middle Department classrooms

Middle Department Behaviour Ladder 2024/2025



APPENDIX D
Middle Department Reflect On and Repair sheet for Time In session

Reflect On and Repair Sheet (ROAR)

Confidence	Unity	Creativity	Kindness
Passion	Responsibility	Integrity	Respect
Determination	Risk-taking	Trust	Humility
Diversity	Sportsmanship	Empathy	Tolerance

Name : _____ Form: _____ Date: _____

Which of the above values did you not meet?

Why didn't you meet this value?

What will you do differently in the future to make sure you meet this value?

Which of the values above have you met this week?



Would you like to share any emotions you were feeling at the time?

Which emotions do you feel now?



APPENDIX E
Middle Department Target Card

Monday	Tuesday	Wednesday	Thursday	Friday
FORM 	FORM 	FORM 	FORM 	Form 
Games 	Computing 	English 	Maths 	English 
Break 	Break 	Break 	Break 	Break 
English 	Maths 	PE 	Science 	Art/DT 
Maths 	English 	Maths 	English 	Maths 
Lunch 	Lunch 	Lunch 	French 	Lunch 
Performing Arts 	Art 	Spanish 	Lunch 	Maths 
English 	Science 	TPR 	Matches 	English 
Geography 	PSHE 	Forest School 	Form 	History 
Form 	Form 	Form 		English 

Name:

Please indicate onpositive behaviour and attitude in lessons.

1 star – Good 2 stars – Very Good. 3 stars – Excellent.

No stars = More effort / better attitude required

How to earn stars: *Listen to others / Think before speaking / Consider others' feelings / Be polite and use good manners / Respect to all / Be a good friend / Raise hand to ask a question / Be quiet when a teacher asks you / Put maximum effort into your work / use the Chapel if you need 'time In'.*

Other comments from the week:

Comment from Form Teacher:

Signed by Parents:
